

## **Summary of Teacher and Leadership Effectiveness Committee Meeting**

**March 30, 2011**

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### **Attendees:**

#### **In person:**

Hunt, Erika, ISU  
Ann Courter, P-20 Council  
Xian Barrett: CTU  
Debbie Kasperski: P-20 Council / ISU  
Jason Cascarino: Chicago Public Education Fund  
Ben Kutyllo: Chicago Public Education Fund  
Jan Fitzsimmons: ACI  
Joanne Rooney: Midwest Principal Center:  
David Prasse: Loyola  
Vicki Chou: UIC  
Lisa Hood: ISU  
Joyce Weiner: Ounce of Prevention  
Anderson, Josh: Teach for America  
Ben Boer: Advance Illinois  
Jim O'Connor: Advance Illinois

#### **On phone:**

Linda Tomlinson: ISBE  
Mary Jane Morris  
Teri Talan from the McCormick Center on Early Childhood  
Jason Hefler: Knox College  
Brad White: IERC  
Betty Burgeron: SIUE  
Debbie Meisner-Bertauski: IBHE  
Jess House: Western Illinois University

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### **Notes:**

#### **I. Welcome, Introductions, and Overview**

Two subcommittees, Teacher Effectiveness, and Leader Effectiveness, met separately last year and produced two separate reports and recommendations. This year, there will be several meetings of the whole committee, and also subcommittee meetings. The plan is to produce a single combined final report by November 1. Travel assistance and webinars are available to facilitate the work.

Josh Anderson, co-chair, described the past work of the Teacher Effectiveness Subcommittee, and referenced the December 2010 report posted on the P-20 Council website. They focused on four areas: 1) teacher recruitment and selection, 2) teacher evaluation and development, 3) teacher retention, and 4) teacher experience/ school culture and climate. A simple framework was offered and some high level recommendations were made. Possible areas for future work are outlined in a brief memo and will be discussed today when the subcommittees meet separately. The two subcommittees will meet together again at the end of the meeting today.

Erika Hunt, co-chair, described the Leadership Effectiveness Subcommittee. Last year they looked at recommendations previously made by other groups on principal and superintendent evaluation and support. Two of these issues were found to be still relevant and important: Supt preparation and diversity of the education workforce. This year, the leadership subcommittee plans to focus on:

1. Better integration of the teacher and leadership effectiveness subcommittees
2. Addressing quick response items
3. Aligning the system of support for education leaders
4. Examining support structures needed for the changing roles and responsibilities for distributed leadership positions
5. Development of leadership dashboard

Ann Courter was asked to talk about the P-20 Council's request to develop metrics. The P-20 Council's goal is to increase the % of adults who have meaningful postsecondary degrees to 60% in 2025. The P-20 Council would like each committee to suggest metrics and set benchmarks for change from now until 2025 to meet that goal, in areas where the committees are developing expertise. We hope to create a dashboard for the P-20 website so the public can chart our progress. The P-20 Council will be meeting on April 27, 2011 at Frazier International Magnet Elementary School in Chicago. Josh asked what time segments the goals should be broken into. Ann stated that it was flexible. Erika mentioned that the USDOE has a dashboard that had been distributed to the attendees

The Committee will meet again in July and October. It is expected that at these meetings the two groups would report to each other. Between these July and Oct meetings the subcommittees will meet separately.

Erika announced that the Fry Foundation has funded assistance to the P-20 Council. The IERC has also offered help to the subcommittees. Brad talked about the work of the IERC and how they might be able to help.

### **Discussion on Building a Diverse Educator Pipeline**

Erika noted that both subcommittees had Building a Diverse Pipeline of Teachers and Leaders as a focus. Josh stated the importance of increasing quality and diversity simultaneously. The group was invited to brainstorm ideas.

Brad asked Josh to talk about how TFA has increased the quality of candidates. TFA has aggressively recruited at 400 universities. TFA has 200 staff member that meet with 55,000 college seniors. TFA puts more resources to recruiting at colleges and universities with a high percentage of diverse applicants like Historically Black Colleges and Universities. 25% of African American students at Harvard, and 27% of

the class at Spellman applied to TFA. Josh stated that this was just one way that recruitment could be done.

Erika stated that there may be a need for funding for education programs at colleges and universities to recruit at the best high schools in IL.

David Prasse talked about how he had met with High School counselors from California. He asked them how many of them had recommended to their top students that they consider going to Ed Schools. (None had.) There is a need for teaching to be suggested to strong students as a possible profession as early as 7<sup>th</sup> grade and through high school so that the best students apply.

Jan Fitzsimmons noted that the Golden Apple is a successful program, recruiting at the end of the junior year of high school, with a good track record of producing diverse students who are sought after and do well, although the number of students is small.

Jason Cascarino talked about how TFA is a strong brand. Could we consider branding teaching writ large in a similar way similar to the way that TFA has done this?

Bette Burgeron noted that it is a social issue, not just a selection issue. David Prasse stated that it was a political issue. If teachers are bashed by our society, it is hard to recruit. Teaching is still an honorable profession, but it seems there are drastic cuts to the number of people that are coming into the teaching profession.

Vicki Chou noted that there are two groups that can bring diversity: 1) career changers, and 2) low-income students seeking a route to the middle class. However, they need financial aid and may have lower test scores.

Lisa Hood stated that community colleges bring diversity and that Grow Your Own has had greatest success with students who started at community colleges to get needed skills, and then getting them into 4 year colleges. Recruitment of these GYO teachers capitalizes on people's interest in helping their communities.

Xian noted that we need a systemic approach to increase diversity. He said that if we only look at test scores we get a certain type of person. He talked about his experience that people who graduate from a community can often better relate to the students in that school.

Joanne Rooney talked about the need to do a marketing campaign. We need to be more than reactive. We need to look at what the teachers in your life have done for you and what you can do for others in that role.

David Prasse stated that our state might consider marketing teaching in the state of Illinois. This could increase people's awareness and interest in the profession.

Josh noted that if we assume that qualifications are important and diversity is important, how can we focus on recruiting: 1) talented HS students 2) career changers

Linda Tomlinson noted the state web site for recruitment. Someone else talked about a center at Western Illinois that packaged a CD and sent it to high schools, with interviews with teachers.

Jan Fitzsimmons: Chicago Public Schools put DVDs together that talked about the power of teachers influencing their lives. In the retention programs that they run, it is powerful for them to hear from students who tell stories about how their teachers impacted them.

Vicki talked about how TFA and Ed Schools draw from different populations. Vicki mentioned that the support that people get in each of these groups is different (AUSL, TFA, UIC...). The support needs to be different based on where they come from. The length of time it takes to get the trainee into a clinical classroom experience also needs to be looked at. Another population to target for recruitment is college students changing their majors.

Xian noted that it is dangerous to think of it as a single pipeline. We need to think about all of the pipelines and even the most challenging pipelines and how to help them. There are programs in CPS where high school students get a taste of the attraction of teaching by teaching lessons in elementary classrooms. Perhaps that program could be expanded state-wide.

Josh summarized the suggestions: 1) implement a broad marketing effort to attract new candidates, 2) take risks on candidates if we commit to invest in support and training, 3) incentivize teacher education programs to get in front of talented HS juniors and seniors one-on one, head hunting in a way.

Discussion about financial incentives followed. Suggestions included loan forgiveness for students who completed a certain number of years of teaching; a financial incentive to universities if they meet some recruiting benchmark of diversity; beginning teacher pay needs to be higher, with a flatter salary schedule. It is also important to consider to what degree we put teachers into schools that are not good environments for new employees.

Brad offered to do an analysis of retention and success factors, and look at basic skills test and ACT scores for successful teachers.

Vicki said that she could look at to what degree GPA, test scores correlate to effective teaching

Joanne Rooney suggested that we look at the need for teachers, the fact that Illinois still graduates a surplus of teachers in some categories.

Erika summarized that we have a need for data, and for learning more about what other states and districts are doing. Georgia for example offers \$5k to STEM teachers as a signing bonus. We could look at whether tests correlate to teacher effectiveness.

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## **II. Teacher Effectiveness Subcommittee**

Josh introduced the concept paper that describes potential next steps for the subcommittee in 2011.

### **Development of Data Dashboard**

There was enthusiasm for working on a centralized data platform. Linda mentioned that the Longitudinal Data System is being built, and they are building databases that connect to teacher service records. This system needs to connect to the data that the higher ed systems input. The connection to the performance management is expensive, however, and they are not sure where it is going.

We need to be able to say, here are the questions that we need to be able to answer from this data platform. This will help in the design of this platform.

Universities are being connected to the efficacy of their graduates in the classroom. However, we need to better define what teacher efficacy means.

Josh asked whether it was possible to pilot a program that had a university blinded study, in a non-evaluative way.

Jason Cascarino shared that the Chicago Public Education Fund gives fundees info on their program efficacy. Jason talked about the research that the Fund has done.

Josh reviewed the metrics that were in the December subcommittee report. Vicki mentioned that she'd like to re-think some of the metrics. She mentioned that some applicants come in with a lower ACT than they would like but learn a tremendous amount. David suggested a 'kitchen sink' approach and put several measures in place before this information goes public. We do not have research that says that higher intelligence is correlated to higher teacher efficacy. We need to base our decisions on what we know, not what we think.

Brad noted that many of the metrics that are listed in the dashboard are dependent variables. Lots of data needs to be connected.

Linda recommended that it would be good to have content expertise in the dashboard

Vicki noted that UIC has used the Teacher Data Warehouse. UIC looks at where their teachers teach. The TDW data could be brought in. The Teacher Graduate data could be included as well. There is also technical expertise at each of our institutions that could potentially divide up the work and contribute to the state's efforts. She is assuming that IL is looking at other states: LA, TN, FL.

David stated that the conversation about diversity needs to be on the front burner.

Vicki stated that it would be great if the state could look at the cut scores and research that they have.

Linda stated that ISBE will present data from IERC, Pearson, Common Core at the May mtg.

Vicki stated that she could present data from their TQP grant collaboration at the May mtg. Vicki recommended that the Teacher-Administrator effort look at the 5 Essentials (5E) work at CCSR.

Josh noted that there is a need for an analysis that is at a lower level than 5E, it might be better to get at that the relationship more closely.

### **Article 21 Revisions—Certification Process**

ISBE would like the P-20 to support its proposed Article 21 revisions. The group feels that the more we can relate certification to outputs, the better quality workforce we'll have in 10 years. It invites notions of agreed upon benchmarks, assessments... The previous model is to look only at inputs.

Vicki expressed support for new teacher standards. There is too much compliance reporting required of Ed Schools. It is much too high. Many of the reports request data in different ways. Vicki said that there might be a more efficient way to gather data. Linda noted that ISBE is interested in decreasing the number of reports. She explained that the feds are asking for data as well. Linda talked about how a program now can be stopped if it is not meeting requirements,

David stated that there is some research that says the sooner they get people into ed programs the better. There needs to be a much more focus around the clinical piece that mandates LEA participation. Without some connection to LEAs, it is hard to do student teaching right. Linda stated that there is a need to look at student teaching and the supply of teachers.

Article 21 changes include: 1) simplification in certification reqs; 2) alternative educator program: required to be a 2 year program, required to have closer 1:1 support; 3) Supports for teacher going thru the process of National Board; 4) Licensure officers at higher ed are given some tasks; 5) increase in fees. Many of the important changes are in rules. ISBE is looking at how much outcomes should be looked at to get re-certified. They are also looking at how the first round of re-certification could be different from the second re-certification.

ISBE is also looking at a state-wide assessment of student teaching. Normally student teaching is in the last year or last semester. All of the other non-student teaching experience that puts people in classroom in Freshman to Junior year is called "field experience"

Professional development is not mentioned in Article 21. ISBE has not collected data, but might look in the future at what professional development is effective, and how principals determine what their teachers need.

Mentoring of teachers was discussed. Linda explained that districts are required to have mentoring in place, but the requirement is not funded. ISBE strongly agrees that strong mentoring should be in place.

### III. Leadership Effectiveness subcommittee

The discussion began with an overview of the major recommendations in last year's final report and the action plan developed there.

The discussion turned to Article 21 revisions, the educator certification statute. The committee has been asked to weigh in, making this a quick response item. The state is proposing to have just one teacher certificate to which different endorsements could be added (in contrast to the over 60 types of certificates in the current system.) Article 21 would create professional, provisional, and alternative certificates. Endorsements would be based on grade level and subjects taught. Other proposed changes include the teacher certification board, alternative certificate programs, a teacher leader endorsement, and a principal endorsement. There will be subsequent work by the state with an advisory group to design and propose early and middle grades endorsements. The proposal eliminates initial and standard certification, and raises fees but reduces the frequency of paying fees. Recertification is not changed at this time, but will be reexamined. There will be an early childhood endorsement, and ISBE plans to convene an advisory group to look at whether it would stretch from birth through grade 3.

There seem to be 3 priorities for the subcommittee's action plan:

- 1) aligning the system of support for leaders: principal evaluation systems, principal preparation, and mentoring are under development, but we need to look at where there are inconsistencies and make policy recommendations for the state, perhaps by creating a visual chart.
- 2) examining the support needed for the changing roles and responsibility for distributed leadership positions (e.g., teacher leaders, deans, etc.)
- 3) a leadership dashboard that mirrors the teacher dashboard, to include indicators useful for monitoring leadership effectiveness, such as retention, the leadership pipeline diversity, and effectiveness. There was discussion of the data that would need to be collected by the longitudinal data system to assess teacher ed programs and leader ed programs.

To backward map from the P-20 Council's 2025 goal, we need to determine the standards for evaluating principals and leaders. We should offer a synopsis of what is coming up at the state and national level that will impact school leadership effectiveness, and offer insights into what could and should be. The default tools for PEAC measures will soon be public and posted on the ISBE website.

Plan of Action: 3 working groups

(subcommittee members not present today will be invited to join a group)

#### 1) System Alignment and Leadership Dashboard

Co-chairs: Gail Fahey (decision pending) and Lisa Hood

Members: Jan Fitzsimmons, Jess House, LuAnne Cooper (Midwest Principals Center)

A. Crosswalk all of the preparation, professional development, mentoring, and evaluation initiatives to examine gaps and alignment. (work quickly to impact PEAC recommendations, default tools to be in place by end of summer)

B. Make suggestions for principal mentoring and development, training principals will need to evaluate teachers under the new law, and training superintendents will need to evaluate principals. Teacher and principal education programs are currently being redesigned, and could be informed by this work.

C. Develop system alignment indicators for the dashboard. Look at available data sources to suggest additional indicators, including school climate surveys. Add preschool vision.

## 2) Distributed Leadership

Chair: Erika Hunt

Members: Ben Boer, Steve Isoye, OPRF dist. 200 principal (to be invited), Diane Rutledge (to be invited)

A. Look at roles and responsibilities of teacher-leaders, deans, chairs, in other states, in the British secondary system, Japan, and around Illinois. Look at the SAM model as well.

B. Consider how the responsibility for the new evaluations might be distributed to these positions

C. What supports are needed for these positions?

D. Diversity of the pipeline for leadership

## 3) Quick Response

Chair: Erika Hunt

Members: Debbie Meisner-Bertauski, Darlene Ruscitti (to be invited)

A. Article 21

B. breaking developments

As the work proceeds for all these groups, we will attempt to remain aligned with state priorities, such as the School Leader Consortium idea in RTTT.

## Research Needed

1. The system alignment crosswalk (staff with help from Lisa Hood)
2. Scan of what other states, districts, countries are doing around distributed leadership, e.g. McKenzie report on principals (staff)
3. List of variables IERC has data on so we can see what questions might be asked (Brad)
4. Scan Teachers Retirement System data for teachers to see the different position names used by districts for teacher leadership, and look for stipends for teacher leadership (staff?)
5. See whether data exist to answer pipeline questions: what position do leaders get promoted from? Do special ed teachers go into leadership positions? Do teachers cross over grade levels to become a principal?
6. Look at data from Joyce-funded survey of principals and other sources to answer recruitment and retention questions



7. find current demographic data on leadership, including diversity and gender breakdown statewide, by grade level, by geographic location, and by school demographics.
8. Look at McKenzie report on teacher graduates, why graduates are not teaching, and why they aren't going into leadership positions

**Next Steps:**

- 1) Erika will be in touch with the co-chairs to get them started
- 2) Chairs will be in touch with members of their groups.